

In the Name of Allah

Writing 1

A Course Handout
For 1st-Year-English-B.Ed. Students,
1st semester 2014-2015,
Department of English,
Zabid-College of Education,
Hodeidah University

Thursdays 11:00 a.m. – 02:00 p.m.

Hall – 8

Lecturer:

Dr. Abdullah Shaghi

Writing 1
(135ع /E135)
Course for the 1st-Year-English-B.Ed. students,
Of the year 2014-2015, 1st semester 2014-2015,
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Hodeidah University
By: Dr. Abdullah Shaghi

Course Description

The course Writing 1 aims at developing the Yemeni students' awareness of writing skills in connection with the English Language as a foreign language in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University). The Yemeni students will study some important English writing skills (writing simple and compound sentences, punctuation, rearranging sentences to make meaningful paragraphs, and writing short paragraphs about different topics using simple and compound sentence).

This course **Writing 1** is closely linked with Reading 1 course. The students will be given practice in writing simple, grammatical and acceptable English on the topics covered in Reading 1 course.

Course Requirements

Mid-term Exam:	% 45
Final Exam:	% 105

Examinations

There will be TWO examinations. The Mid-term examination will focus primarily on the material which has been covered since the beginning seven weeks of the study of this course. The final examination will be given during the final examination period.

Participation and Attendance

Participation includes regular attendance, preparation of class materials and readings, and active contribution. Think about what you are learning, and be ready

to participate when you come to class. Please ask questions if you do not understand or even if you do. If you are having any problem, or if you just want to discuss specific issues see me after class. Attend class! Attendance is important to understanding the material since we will try to show corrections of writing exercises in our class discussions. If you are going to miss class for a good reason, it is a good idea to let me know ahead of time if possible.

1. Writing Your First Sentences

In beginning level writing classes, students should begin with some very concrete tasks leading up to writing their first sentences. Here are some of the most important first steps in writing that I find help beginning level students gain confidence in writing skills.

For many students knowing that a sentence begins with a capital letter and ends with a period is a major first step. Make sure to:

- Begin each sentence with a capital letter.
- End each sentence with a period.
- Use capital letters only with proper names, the pronoun 'I', and the first letter of the first word in each sentence.
- Each sentence contains a subject, verb and, usually, a complement.
- Basic sentence structure is Subject + Verb + Complement.
- Begin writing with simple sentences.

Use these patterns to start writing sentences in English. Here are four types of sentences to begin writing in English. Follow the example in each type of sentence. Learn these symbols to understand each type of sentence. These symbols represent parts of speech in English. Parts of speech are the different types of words in English.

Key to Symbols

S = subject

Subjects include I / you / he / she / it / we / they and names of people: Mark, Mary, Tom, etc. or types of people: children, students, parents, teachers, etc.

V = verb

In **simple sentences**, we use the verb 'be' such as: I am a teacher. / They are funny. Verbs also tell us what we do: play / eat / drive etc. or what we think:

believe / hope / want etc.

N = noun

Nouns are objects such as books, chair, picture, computer, etc. Nouns have singular and plural forms: book - books, child - children, car - cars, etc.

Adj = Adjective

Adjectives tell how someone or something is. For example: big, small, tall, interesting, etc.

Prep P = Prepositional phrase

Prepositional phrases tell us where someone or something is. Prepositional phrases are often three words and begin with a preposition: For example: in the house, at the store, on the wall, etc.

() = Parentheses

If you see something in parentheses () you can use the type of word, or leave it out.

1. Start off Easy: Sentences with Nouns

Here is the first type of easy sentence. Use the verb 'to be'. If you have one object, use 'a' or 'an' before the object. If you have more than one object, don't use 'a' or 'an'.

S + be + (a) + N

*I am **a teacher**.*

*She is **a student**.*

*They are **boys**.*

*We are **workers**.*

Exercise (1) Write five Sentences with Nouns

On the numbered space provided below, write five sentences using nouns.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Sentences with Adjectives

The next type of sentence uses an adjective to describe the subject of a sentence. Do not use 'a' or 'an' when the sentence ends in an adjective. Do not change the form of the adjective if the subject is plural or singular.

S + be + Adj

*Tim is **tall**.*

*They are **rich**.*

*This is **easy**.*

*We are **happy**.*

Exercise (2) Write five Sentences with Adjectives

On the numbered space provided below, use adjectives to write five sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

3. Combine Sentences with Adjectives and Nouns

Next, combine the two types of sentences. Place the adjective before the noun it modifies. Use 'a' or 'an' with singular objects, or nothing with plural objects.

S + be + (a, an) + Adj + N

*He is a **happy man**.*

*They are **funny students**.*

*Mary is a **sad girl**.*

*Peter is a **good father**.*

Exercise (3) Write five Sentences with Adjectives + Nouns

On the numbered space provided below, write five sentences using adjectives and nouns.

1. _____
2. _____
3. _____
4. _____
5. _____

4. Tell us where: Add Prepositional Phrases to Your Sentences

The next step is to add short prepositional phrases to tell us where someone or something is. Use 'a' or 'an' or use 'the' before a noun or adjective + noun if the

object is singular and specific. 'The' is used when something specific is understood by the person writing and the person reading the sentence. Notice that some sentences are written with adjectives and nouns, and others without.

S + be + (a, an, the) + (adj) + (N) + Prep P

*Tom is **in the room**.*

*Mary is the woman **at the door**.*

*There is a book **on the table**.*

*There are flowers **in the vase**.*

Exercise (4) Write five Sentences with Prepositional Phrases

On the numbered space provided below, write five sentences using prepositional phrases.

1. _____
2. _____
3. _____
4. _____
5. _____

5. Start Using Other Verbs

Finally, use other verbs than 'be' to express what happens or what people think.

In other words, learn how to use verbs such as play, go, cook, eat, sleep, work, and more to express what happens or what people think.

S + V + (a, an, the) + (adj) + (N) + (Prep P)

1) *Peter **plays** the piano in the living room.*

2) *The teacher **writes** sentences on the board.*

3) *We **eat** lunch in the kitchen.*

4) *They **buy** food at the supermarket.*

Exercise (5) Write five Sentences with Other Verbs

On the numbered space provided below, write five sentences using other verbs.

1. _____
2. _____
3. _____
4. _____
5. _____

A. Sentence Type (Basics for English Learners of Writing English)

Writing in English begins with the sentence. Sentences are then combined into larger structures such as paragraphs, essays, reports, etc. There are four sentence types in English. The first sentence type is the most common:

1. Declarative Sentence

A declarative sentence "declares" or states a fact, arrangement or opinion. Declarative sentences can be either positive or negative. A declarative sentence ends with a period/full stop (.).

Examples

- 1) I'll meet you at the train station.
- 2) The sun rises in the East.
- 3) He doesn't get up early.

Exercise (1) Write any three Declarative Sentences

On the numbered space provided below, write three declarative sentences.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Imperative Sentence

The imperative form instructs (or sometimes requests). The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a period/full stop (.) or an exclamation point (!).

Examples

- 1) Open the door.
- 2) Finish your homework
- 3) Pick up that mess.

Exercise (2) Write any three Imperative Sentences

On the numbered space provided below, write three imperative sentences.

1. _____
2. _____
3. _____

3. Interrogative Sentence

The interrogative asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming?). The interrogative form ends with a question mark (?).

Examples

- 1) How long have you lived in France?
- 2) When does the bus leave?
- 3) Do you enjoy listening to classical music?

Exercise (3) Write any three Interrogative Sentences

On the numbered space provided below, write three interrogative sentences.

1. _____
2. _____
3. _____

4. Exclamatory Sentence

The exclamatory form emphasizes a statement (either declarative or imperative) with an exclamation point (!).

Examples

Hurry up!

That sounds fantastic!

I can't believe you said that!

Exercise (4) Write any three Exclamatory Sentences

On the numbered space provided below, write three exclamatory sentences.

1. _____
2. _____
3. _____

B. Sentence Types (Four Basic Sentence Type Categories in English)

All of those sentence types in (B) above further fall into four basic sentence type categories in English. These are as follows:

1. Simple Sentences
2. Compound Sentences
3. Complex Sentences
4. Compound – Complex Sentences

Below, you are going to learn how to write simple and compound sentences:

1. Simple Sentences

Simple sentences contain no conjunction (i.e., and, but, or, etc.).

Examples

- 1) Frank ate his dinner quickly.
- 2) Peter and Sue visited the museum last Saturday.
- 3) Are you coming to the party?

Exercise (1) Write any three Simple Sentences

On the numbered space provided below, write three simple sentences.

1. _____
2. _____
3. _____

2. Compound Sentences

Compound sentences contain two statements that are connected by a conjunction (i.e., and, but, or, etc.).

Examples

I wanted to come, but it was late.

The company had an excellent year, so they gave everyone a bonus.

I went shopping, and my wife went to her classes.

Exercise (2) Write any three Compound Sentences

On the numbered space provided below, write three compound sentences.

1. _____
2. _____
3. _____

More Practice in Writing Simple and Compound Sentences

Compound Sentence Worksheet

http://esl.about.com/od/esl-worksheets/a/Compound_sentence_worksheet.htm

There are three types of sentences in English: Simple, compound and complex sentences. This worksheet focuses on writing compound sentences and is ideal for lower-intermediate classes. Teachers can feel free to print-out this page to use in-class.

Compound Sentences - What are they?

Compound sentences are made up of two simple sentences connected by a coordinating conjunction. These conjunctions are: (For, And, Nor, But, Or, Yet,

So)

Here are some examples of compound sentences:

- 1) Tom arrived home. Then, he ate dinner. → Tom arrived home, and ate dinner.
- 2) We studied many hours for the test. We didn't pass the test. → We studied many hours for the test, but we didn't pass it.
- 3) Peter doesn't need to buy a new car. He also doesn't need to go on vacation. → Peter doesn't need to buy a new car, nor does he need to go on vacation.

Conjunction Use in Compound Sentences

Conjunctions are used for different purposes in sentences. A **comma** (,) is always placed before the conjunction. Here are the main uses of the conjunctions (For, And, Nor, But, Or, Yet, So):

(And): Addition –Net Action

- 1) Addition → Tom enjoys playing tennis, **and** he likes cooking.
- 2) Next action → We drove home, **and** we went to bed.

(But / Yet): Opposition - Unexpected Results

- 1) We wanted to visit our friends, **but** we didn't have enough money to get a flight.
- 2) Janet did very well on her job interview, **yet** she didn't get the position.

(For / So): Cause / Effect

- 1) Cause → Mary needed some new clothing, **so** she went shopping.
- 2) Effect → They stayed home for the holiday, **for** they had to work.

(OR): Choice between Two

- 1) We thought we might go to see a film, **or** we might have dinner out.
- 2) Angela said she might buy him a watch, **or** she might give him a gift certificate.

(Nor): Not One nor the Other

- 1) We won't be able to visit our friends, **nor** will they be able to visit us this summer.
- 2) Sharon isn't going to the conference, **nor** is she going to present there.

NOTE: Notice how when using 'nor' the sentence structure is inverted. In other words, after 'nor' place the helping verb before the subject.

Compound Sentence Worksheet

Use (for, and, nor, but, or, yet, so) to write on each space provided below one compound sentence using the two simple sentences.

1. Peter drove to visit his friend. They went out for dinner.

2. Mary thinks she should go to school. She wants to get qualifications for a new profession.

3. Alan invested a lot of money in the business. The business went bankrupt.

4. Doug didn't understand the homework assignment. He asked the teacher for help.

5. The students didn't prepare for the test. They didn't realize how important the test was.

6. Susan thinks she should stay home and relax. She also thinks she should go on vacation.

7. The doctors looked at the x-rays. They decided to operate on the patient.

8. We went out on the town. We came home late.

9. Jack flew to London to visit his Uncle. He also wanted to visit the National Museum.

10. It is raining. It is very cold.

11. Henry studied very hard for the test. He passed with high marks.

12. I would like to play tennis today. If I don't play tennis, I would like to play golf.

13. We needed some food for the week. We went to the supermarket.

14. Tom asked his teacher for help. He also asked his parents for help.

15. Janet doesn't like sushi. She doesn't like any kind of fish.

Now, check your answers below.

Answers: Compound Sentence Worksheet

http://esl.about.com/od/esl-worksheets/a/Compound_sentence_worksheet_2.htm

- Peter drove to visit his friend, and they went out for dinner.
- Mary thinks she should go to school, for she wants to get qualifications for a new profession.
- Alan invested a lot of money in the business, but the business went bankrupt.
- Doug didn't understand the homework assignment, so he asked the teacher for help.
- The students didn't prepare for the test, nor did they realize how important the test was.
- Susan thinks she should stay home and relax, or she should go on vacation.
- The doctors looked at the x-rays, so they decided to operate on the patient.
- We went out on the town, and we came home late.
- Jack flew to London to visit his Uncle, and to visit the National Museum.
- It is sunny, but it is very cold.

- Henry studied very hard for the test, so passed with high marks.
- I would like to play tennis today, or I would like to play golf.
- We needed some food for the week, so we went to the supermarket.
- Tom asked his teacher for help, and he asked his parents.
- Janet doesn't like sushi, nor does she like any kind of fish.

There are other variations that are possible than those provided in the answers. Ask your teacher for other ways to connect these to write compound sentences.

2. Rearranging Sentences to Make and Write Meaningful Paragraphs

Given below are simple **short stories**, some of them with one paragraph and others with two or more than two paragraphs. **Each story** is about “**A Specific Topic**” shown below. The **sentences** in each story are **not in their correct or proper order**. **Rearrange** these sentences to make a meaningful story. Remember each paragraph is given separately. Below each paragraph, there is a table with numbered boxes to show the correct order or arrangement; and below the sentences **spaces** have been provided for **rewriting the rearranged sentences**:

I. 1st Story about “Oh no!”

- I felt happy. Oh yes!
- I *returned* home. It was raining. Oh no!
- I cooked dinner. I *burned* the rice. Oh no!
- I ate dinner with my friends and family. We had a *great* time. We laughed and talked together.
- I woke up at 7:30. I was late. Oh no!
- I got to work. I *missed* the meeting. Oh no!
- I went to lunch. I *lost* my wallet. Oh no!

1	2	3	4	5	6	7

“Oh no!”

I woke up at 7:30. I was late. Oh no!

I got to work. I *missed* the meeting. Oh no!

I went to lunch. I *lost* my wallet. Oh no!

I *returned* home. It was raining. Oh no!

I cooked dinner. I *burned* the rice. Oh no!

I ate dinner with my friends and family. We had a *great* time. We laughed and talked together.

I felt happy. Oh yes!

II. 2nd Story about “A Birthday Surprise”

1st Paragraph:

- a. Her favorite kind of music is rock and roll.
- b. She is *constantly* listening to music on her radio, and her computer is always playing music in her room.
- c. Ella loves music.

1	2	3

2nd Paragraph:

- a. Ezra, her boyfriend, has decided to surprise her with tickets for her birthday.
- b. She has been *dreaming* about it *daily*.
- c. Her birthday is coming up in a few weeks and she really wants to see a concert to celebrate it.

1	2	3

3rd Paragraph:

- a. "We are going to your favorite restaurant and then I have a surprise for you," said Ezra.
- b. "Great," thought Ella, "The surprise is probably a piece of jewelry or something useless like that."
- c. "Ella, I am going to pick you up at eight tomorrow night," said Ezra.
- d. "Great, I will be ready. What are we doing?" asked Ella.

1	2	3	4

4th Paragraph:

- a. "Okay, thank you so much," replied Ella.
- b. She opened the envelope and found two front row tickets to her favorite concert.
- c. The following day, Ezra arrived at eight to take Ella to diner.
- d. "Oh wow! Ezra, what a wonderful surprise!" she *exclaimed*.
- e. They ate at her favorite restaurant and as they were paying the bill Ezra gave her an envelope.
- f. "Go on, open it," said Ezra.

1	2	3	4	5	6

5th Paragraph:

- a. The band played all of her favorite songs.

- b. Ella and Ezra decided that it was the best birthday celebration she had ever had.
- c. They left the restaurant and went to the concert.
- d. Ella was so excited.
- e. They both had a great time at the concert.

1	2	3	4	5

“A Birthday Surprise”

Ella loves music. Her favorite kind of music is rock and roll. She is constantly listening to music on her radio, and her computer is always playing music in her room.

Her birthday is coming up in a few weeks and she really wants to see a concert to celebrate it. She has been dreaming about it daily. Ezra, her boyfriend, has decided to surprise her with tickets for her birthday.

“Ella, I am going to pick you up at eight tomorrow night,” said Ezra. “Great, I will be ready. What are we doing?” asked Ella. “We are going to your favorite restaurant and then I have a surprise for you,” said Ezra. “Great,” thought Ella, “The surprise is probably a piece of jewelry or something useless like that.”

The following day, Ezra arrived at eight to take Ella to diner. They ate at her favorite restaurant and as they were paying the bill Ezra gave her an envelope. “Go on, open it,” said Ezra. “Okay, thank you so much,” replied Ella. She opened the envelope and found two front row tickets to her favorite concert. “Oh wow! Ezra, what a wonderful surprise!” she exclaimed.

They left the restaurant and went to the concert. Ella was so excited. They both had a great time at the concert. The band played all of her favorite songs. Ella and

Ezra decided that it was the best birthday celebration she had ever had.

III. 3rd Story about "The Fox and the Crow"

1st Paragraph:

- a. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."
- b. A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.
- c. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.
- d. "Good-day, Mistress Crow," he cried.
- e. "How well you are looking to-day: how glossy your feathers; how bright your eye.

1	2	3	4	5

2nd Paragraph

- a. "That was all I wanted.
- b. In exchange for your cheese I will give you a piece of advice for the future:
- c. "Do not trust flatterers."
- d. The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.
- e. "That will do," said he.

1	2	3	4	5

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good-day, Mistress Crow," he cried. "How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers."

1st Paragraph:

- The job sounded *interesting* and offered good pay.
- She decided to get information about applying to the job.
- It is expensive.
- Her parents are going to stop giving her money after college.
- Anna is a senior in college. She is in search of a job.
- She lives in New York City.
- Life there can be very difficult.
- This morning, she read in the paper about a job downtown.

1	2	3	4	5	6	7	8

2nd Paragraph:

- a. "Do I need a cover letter?" asked Anna.
- b. "Yes, you should *include* that in your application as well," replied the counselor.
- c. "I want to apply for this job I read about in the paper. What do I need to do?" asked Anna.
- d. "You will need to fill out the application. Then, you will need to prepare a resume," said Anna's college counselor.

1	2	3	4

3rd Paragraph:

- a. Her *roommate* was kind enough to edit it for her.
- b. She then typed her cover letter.
- c. When it was finished, she mailed her application.
- d. In a week she received a phone call.
- e. Anna filled out the application.
- f. Then she typed a resume.

1	2	3	4	5	6

4th Paragraph:

- a. "How about tomorrow morning at ten?" asked Mr. Smith.
- b. "That is perfect. See you then," said Anna.
- c. "Anna, this is Mr. Smith. I am calling *in reference to* your application. We would like to invite you for an interview," said Mr. Smith.

d. “Oh that is great. I can come any time this week,” replied Anna.

1	2	3	4

5th Paragraph:

- Mr. Smith called her the next day and offered her a job.
- The next day Anna had her interview.
- It was *successful*.

1	2	3

“Getting a New Job”

Anna is a senior in college. She is in search of a job. She lives in New York City. Life there can be very difficult. It is expensive. Her parents are going to stop giving her money after college. This morning, she read in the paper about a job downtown. The job sounded *interesting* and offered good pay. She decided to get information about applying to the job.

“I want to apply for this job I read about in the paper. What do I need to do?” asked Anna. “You will need to fill out the application. Then, you will need to prepare a resume,” said Anna’s college counselor. “Do I need a cover letter?” asked Anna. “Yes, you should *include* that in your application as well,” replied the counselor.

Anna filled out the application. Then she typed a resume. Her roommate was kind enough to edit it for her. She then typed her cover letter. When it was finished, she mailed her application. In a week she received a phone call.

“Anna, this is Mr. Smith. I am calling *in reference to* your application. We would like to invite you for an interview,” said Mr. Smith. “Oh that is great. I can come any time this week,” replied Anna. “How about tomorrow morning at ten?” asked Mr. Smith. “That is perfect. See you then,” said Anna.

The next day Anna had her interview. It was *successful*. Mr. Smith called her the next day and offered her a job.

3. Writing Your First Short Paragraphs

In beginning level writing classes, students should begin with some very concrete tasks leading up to writing short paragraphs using Simple or Compound Sentences or both. Here are some of the most important first steps in writing that I find help beginning level students gain confidence in writing skills.

These short writing topics are designed for lower level classes and give students an opportunity to write about a number of basic subjects including: yourself/friend/city and country description,, hobbies, travels, likes and dislikes, brief job descriptions, recipes, etc.

For many students knowing that a sentence begins with a capital letter and ends with a period is a major first step. Make sure to:

- Begin each sentence with a capital letter.
- End each sentence with a period.
- Use capital letters only with proper names, the pronoun 'I', and the first letter of the first word in each sentence.
- Each sentence contains a subject, verb and, usually, a complement.
- Basic sentence structure is Subject + Verb + Complement.
- Begin writing with simple sentences as well as compound sentences.

Personal Descriptions - Introducing Yourself and Others

Learning to write personal descriptions is important to provide information about yourself or others. This guide to writing personal descriptions is perfect for beginners, or beginning level English learning classes. Begin by writing about

yourself by reading the paragraph below, and using the tips to help you write your own personal description. Continue by reading a description of another person and then write a description about one of your friends.

Read the following paragraph. Notice that this paragraph describes the person who is writing the introductory paragraph.

Hello, my name is James. I'm a programmer and I come from Chicago. I live in Seattle with my wife Jennifer. We have two children and a dog. The dog is very funny. I work at a computer company in the city. The company is very famous and successful. Our daughter is named Anna and our Son is named Peter. She is four years old and he is five. We like living and working in Seattle.

Tips for Writing a Personal Description about Yourself

- Use 'come from' for the city or country where you were born. Use 'live' for the city where you currently live.
- Use the present simple tense to explain what you do every day.
- Use 'have' or 'have got' to speak about your children, pets, etc.
- Use 'a' the first time you mention something. For example, *I live in a house.*
- Then use 'the' after the first time you write about it. For example, *I live in a house. The house is in Seattle.*
- Remember to use *he, his, him* for boys and men and *she, her, her* for girls and women. Use 'our' when speaking about the whole family.
- Use 'like doing' when speaking about hobbies.

Now, write a paragraph about yourself. Try to use a variety of verbs and 'a' and 'the' correctly.

Read each of the following paragraphs. Notice that each paragraph describes a different person than the person who is writing the introductory paragraph.

Tom is my friend. He likes listening to classical music, but doesn't like jazz. He

also enjoys traveling abroad. He speaks three languages; English, French and Spanish and often visits France in the summer. He is married and has two children

OR

Mary is my friend. She is a student at a college in our town. The college is very small. She lives in an apartment in the center of town. She doesn't have a dog or a cat. She studies every day and sometimes works in the evening at a small shop. The shop sells gift items like postcards, games and other small items. She enjoys playing golf, tennis and walking in the countryside.

Tips for Writing a Personal Description about a Friend

- Remember to add 's' to the present simple tense when writing about other people.
- In the present simple tense, 'doesn't' takes the 's' in the negative form. Remember to use 'doesn't + verb' in the negative.
- Use *sometimes, often, never*, etc. before the main verb in a sentence.
- Remember to use *he, his, him* for boys and men and *she, her, her* for girls and women.
- Use 'enjoys doing' when speaking about hobbies. It's okay to connect a few verbs using commas, but place 'and' before the final verb in the list when speaking about someone's hobbies. For example, she enjoys playing tennis, swimming and riding horses.

Now, write a paragraph about someone else. You can write about a friend or someone from your family.

Source: <http://www.about.com/education>
http://esl.about.com/od/beginningwriting/a/writing_personal_descriptions.htm

My Best Friend

My name is Julie. I have a best friend. My friend lives in California. My friend is a girl. She is seventeen years old. Her name is Jessica Roberts. Jessica is cool. I like her a lot. She likes to read. She is a good reader. She is good at English, too. It is her best subject. Jessica is smart. I like to eat lunch with her. We eat lunch on Monday, Tuesday, and Wednesday. Jessica is my best friend.

Do you have a best friend? What is he or she like? What things do you like to do together?

Writing about Likes and Dislikes

This is part of a description of a person's likes and dislikes. Read it and respond to the question.

I enjoy reading the classics; Shakespeare, Goethe, Dante and so on, and I enjoy listening to jazz. I don't like going to the disco or rock concerts. I like playing football, tennis and volleyball and I try to play tennis at least once a week

Now write a short description about your likes and dislikes.

Writing about My Home

Here is part of a description of a person's home. Read it and respond to the question.

There are three bedrooms, two bathrooms, a kitchen and a big living room. In my kitchen, there is a big table with four chairs. On the table, there are usually some flowers.

Now write a short description of your home

My Hobby

Here is part of a description of a person's hobby. Read it and respond to the question.

I like traveling because I learn about other cultures. I like trying different kinds of food and drinking the local wine. I think it is important to learn a few words of the country's language. I also like visiting museums when I travel.

Now, write a short description of your hobby (about 50 words).

“Writing about My Family”

Directions: Read the story. Then answer the questions below.

Hi, my name is Eric. I am 12. I want to talk about my family. I have two sisters. Their names are Rachel and Carrie. Rachel is 18 years old. Carrie is 10 years old.

They are very nice. My mother's name is Julia. She is 40 years old. My mother is also very nice. My father's name is Andre. He is smart. He is an engineer. He builds bridges. I also have a dog. My dog's name is Paw. He is a big dog. He is a brown dog. He is a big brown dog. I love my family.

(Source: englishforeveryone.org)

What is your family like? Can you describe the people in your family? Write a paragraph about your family on the following space:

Writing about My City

The name of my city is _____.

The famous things of my city are _____.

The College/Faculty I attend is _____.

My city has a lot of _____.

The best place for you to visit in my city is _____.

I think my city is great because _____.

My favorite restaurant in my city is _____.

I think the prettiest street in my city is _____.

What is your city like? Can you describe the people, things and places in your city? Write a paragraph about your city on the following space:

Writing about My Country

I live in the country of _____.
The capital of my country is _____.
The governor of my country is _____.
The colors of my country flag are _____.
The abbreviation for my country is _____.
My country is called the _____.
A famous person from my country is _____.
The country bird is _____.
The country flower is _____.
The country tree is _____.

What is your country like? Can you describe the people, things and places in your country? Write a paragraph about your country on the following space:

Writing about Pictures

Write a description of the following picture in the lines provided below it:



“My Favorite Show”

I don't have a favorite show, but I like to watch the news. The local news lets me know what is happening in my city and state. The national news keeps me up to

date in the country and the world. I watch the news every day. It's always fun to talk about current events with my friends and family.

Directions: use the space below to write about **“Your Favorite Show”**

“My Favorite Time”

My favorite time of day is morning. I get up early in the morning. The hour before sunrise is a quiet, beautiful time. Sometimes I go for a walk at 5:00 a.m. In the summer, that is when the dew is just beginning to glisten on the grass in the light of the dawn. Birds start to sing, and squirrels scamper from tree to tree searching for breakfast.

Directions: use the space below to write about **“Your Favorite Time”**

“My Favorite Food”

My favorite food is sushi. I love it. It tastes great and is very good for my health. My favorite kind of sushi is sashimi. That is what you call plain sushi that comes without rice or anything else. I like to eat it with soy sauce and horse radish. The only bad thing about sushi is that it can be expensive.

Directions: use the space below to write about **“Your Favorite Food”**

My Beginning Free Writing

Today was a nice day. I left work at 3:30 this afternoon. Then, I went home to paint. I like painting. It is fun because I get to use my imagination. Also, I like painting because I get to make beautiful colors. When I get more experience, I hope to be a famous painter.

Directions: use the space below to write about anything you want.

4. Capitalization Rules & Punctuation Marks

Capitalization Rules

This guide to capitalization rules is especially for ESL/EFL students. It contains clear explanations for each rule with simple examples of correct sentences. Once you understand these rules, try the capitalization rules quiz to test your understanding.

Capitalization Rule 1: Capitalize the first word of a sentence

Examples:

There is something wrong with this cheese.

Strange things have happened recently.

Capitalization Rule 2: Capitalize the pronoun "I"

Examples:

He asked me where I had bought my jacket.

If I see her, I will give her your message.

Capitalization Rule 3: Capitalize Proper Nouns

Examples:

I visited California on my vacation.

She gave Peter a present for his birthday.

There are many special rules concerning proper nouns. Generally, Proper nouns refer to specific people, places, things, pets, organizations, etc. Remember to always capitalize the name of someone or something. Here are some specific rules to follow:

➡ Capitalize North, South, East, and West when contained in the name of a place (state, country, etc.) but not when used for giving directions.

Examples: We are planning a vacation in South Africa.

Now, keeping in mind **Capitalization Rule 3**, rewrite the following sentences:

My friend lives in south carolina.

She lives in Southern Europe.

I'm going to visit my friends in eastern oregon.

➡ Capitalize the group name of members of an organization

Examples:

The Neighborhood Players are presenting a musical next week.

Now, keeping in mind **this rule**, rewrite the following sentence:

Some washington democrats would like to see the company up.

➡ Capitalize company trademarks (product names)

Examples:

My niece loves Converse shoes.

Now, keeping in mind **this rule**, rewrite the following sentence:

Do you prefer Siesta or Aloha products?

➡ Capitalize common names of periods of time in history

Examples:

The Psychedelic Sixties were pretty groovy baby!

The Dot Com Era lasted far shorter than many people expected.

➡ Capitalize specific events

Examples:

I went to the Tomato Growers Conference in Salinas last weekend.

Have you ever attended the Technoland Convergence Festival?

➡ Capitalize acronyms which refer to specific names

Examples:

I prefer to watch PBS tv whenever possible.

The ICAM commissioned a study on OBLOG.

➡ Common nouns may be capitalized when used as names for the entire class of something.

Example:

Some feel that Man is destined for outer space!

Names of gods are capitalized, including Allah, Vishnu, and God. The word god is generally not capitalized if it is used to refer to the generic idea of a deity, nor is it capitalized when it refers to multiple gods.

Examples:

Wotan is one of the gods in Wagner's Ring Cycle.

The pastor/preacher prayed that God should deliver us from our sins.

Capitalization Rule 4: Capitalize days of the week, holidays, and months of the year. Do not capitalize seasons.

Correct Examples:

She flew to Dallas in September.

Do you have any time on Monday?

Incorrect Examples:

I love skiing in Winter. SHOULD BE I love skiing in winter.

They visited Bob last Summer. SHOULD BE They visited Bob last summer.

Capitalization Rule 5: Capitalize countries, languages, and nationalities (adjective form of a specific country)

Examples:

I lived in *Italy* for over 10 years.

Have you ever had any really expensive *French* wine?

Do you speak Russian?

Capitalization Rule 6: Capitalize family relationships when used in place of a name

Examples:

Have you given Mom her present yet?

I think Dad needs some time off work.

Capitalization Rule 7: Capitalize titles that come before names. Do not capitalize titles that follow names.

Correct Examples:

The soldier wrote to General Smith and asked for advice.

Have you spoken to Vice Principal Smothers yet?

Incorrect Examples:

George Washington was the first President of the United States. SHOULD BE

George Washington was the first president of the United States.

Peter Smith was elected Mayor in 1995. SHOULD BE Peter Smith was elected mayor in 1995.

Capitalization Rule 8: Capitalize letter salutations (openings) and closings

Examples:

Dear Mr. Smith,

Best regards,

Capitalization Rule 9: Special Capitalization Issues

1. Capitalize the first word in a quote.

This is true even if the quote occurs in the middle of a sentence.

Examples:

The last time I talked to Peter he said, "Study hard and get to bed early!"

Thomas Peterman was a simple man who said, "Give me life, liberty and a bottle of rum!"

2. Capitalize content words in titles.

Remember that content words include nouns, pronouns, principal verbs, adjectives, and adverbs.

Examples:

Rainy Days and Mondays

How to Win Friends and Influence your Neighbors

3. Capitalize the first word in each line of poetry

Roses are red

Violets are blue

I think I said He's in love with you!

Now try the capitalization rules quiz to test your understanding by choosing the correctly capitalized sentences and rewriting it in the space provided below each multiple-choice question:

1.
 - a. There is something wrong with this cheese.
 - b. there is something wrong with this cheese.
-

2.
 - a. I visited California on my vacation.
 - b. I visited california on my vacation.
-

3.
 - a. My friend lives in south Carolina.
 - b. My friend lives in South Carolina.
-

4.
 - a. She lives in Southern Europe.
 - b. She lives in southern Europe.
-

5.
 - a. Do you prefer Siesta or Aloha products?
 - b. Do you prefer siesta or aloha products?
-

6.
 - a. I prefer to watch PBS whenever possible.
 - b. I prefer to watch pbs whenever possible.
-

7.
 - a. Wotan is one of the gods in Wagner's Ring Cycle.
 - b. Wotan is one of the Gods in Wagner's Ring Cycle.
-

8.
 - a. Do you have any time on monday?
 - b. Do you have any time on Monday?
-

9.
 - a. The Neighborhood Players are presenting a musical next week.
 - b. The neighborhood players are presenting a musical next week.
-

10.

- a. Do you speak russian?
 - b. Do you speak Russian?
-

11.

- a. I think Dad needs some time off work.
 - b. I think dad needs some time off work.
-

12.

- a. The soldier wrote to General Smith and asked for advice.
 - b. The soldier wrote to general Smith and asked for advice.
-

Punctuation Marks

If used properly, punctuation marks can greatly enhance the overall structure, organization, and clarity of writing. However, when used improperly, punctuation marks can become cumbersome, inhibiting the reader's ability to understand the material and establish order and flow. Moreover, an excess of punctuation marks can lead to the creation of run-on sentences - sentences in which two or more independent clauses (i.e., complete sentences) are joined without appropriate punctuation or conjunction. For these reasons, it is beneficial to learn how to properly use punctuation marks.

Punctuation marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud.

In written English, punctuation is vital to disambiguate the meaning of sentences. For example, "woman, without her man, is nothing" (emphasizing the importance of men) and "woman: without her, man is nothing" (emphasizing the importance of women) have greatly different meanings, as do "eats shoots and leaves" (to mean "consumes plant growths") and "eats, shoots and leaves" (to mean "eats firstly, fires a weapon secondly, and leaves the scene thirdly"). "King Charles walked and talked; half an hour after, his head was cut off" is less surprising than "King Charles walked and talked half an hour after his head was cut off". (For English usage, see the articles on specific punctuation marks.)

The rules of punctuation vary with language, location, register and time and are constantly evolving. Certain aspects of punctuation are stylistic and are thus the author's (or editor's) choice.

1. End Punctuation

i. *Exclamation Points !!!!*

Exclamation points are used to show strong emotion.

Directions: Decide if the following sentences should end with an exclamation point.

Example: I am so happy! We won the game Yes No

1) Can we go now	Yes	No
2) Ouch! I hurt my knee	Yes	No
3) What time is it	Yes	No
4) I am tired	Yes	No
5) Where are we going	Yes	No
6) I am so excited because today is my birthday	Yes	No
7) Good morning everyone.	Yes	No
8) Does anyone know his name	Yes	No
9) Hooray! We are finally free	Yes	No
10) "Hey!" the man yelled, "Please help me"	Yes	No
11) Do you know how to get to 12 street	Yes	No
12) My car is old	Yes	No
13) I am sleepy	Yes	No
14) The airplane is going to crash	Yes	No
15) I just won the lottery	Yes	No

ii. *Periods/Full-stops*

The period has three primary functions:

- 1) To show that a sentence has ended
- 2) To show that an abbreviation has ended
- 3) As a decimal point

- 1) To show that a sentence has ended

Directions: Use periods to show that the following sentences have ended.

- 2) To show that an abbreviation has ended

Directions: Use periods to show that the following abbreviations have ended.

- 3) As a decimal point

2) The baby weighed 72 pounds at birth.

iii. Question Marks

Directions: Decide if the following sentences should end with a question mark.

11) It might be sunny tomorrow

12) Is it 7:00	Yes	No
13) You love painting	Yes	No
14) Was the trip long	Yes	No
15) It is possible that we will arrive early	Yes	No

iv. Colon :

The Colon can be used in the following 7 ways:

- 1) Before a list that is introduced by a complete sentence.

Example: The reporter interviewed the following people: the department heads, the members of the faculty council, and a representative group of students.

- 2) To introduce the effect, or logical consequence of an action.

Example: There was only one way he could win: he had to cheat.

- 3) Before a quotation.

Example: This is what Plato had to say about mathematicians: "I have hardly ever known a mathematician who was capable of reasoning."

- 4) After the salutation in a business letter or memo.

Example: Dear Senator Harkin:

- 5) To separate chapter and verse in scripture.

Example: The Sunday school class studied James 4:10

- 6) To separates hours from minutes.

Example: Our soccer game starts at 7:30.

- 7) To show ratios.

Example: Pour in the milk and water at a 3:1 ratio.

Directions: Fill in the missing colons.

- 1) I gave you the spray bottles for one reason to clean the windows.

- 2) You will need the following ingredients milk, sugar, flour, and eggs.
- 3) Johann set the alarm clock for 6 00.
- 4) My father ended every conversation the same way “Don’t give up.”
- 5) Dear Mr. Kurasu of the Kiragowa Corporation
- 6) Mix the oil and vinegar at a 1 2 ratio.
- 7) I have invited the following people to my party Kevin, Amy, and Keeley.
- 8) There is only one way to make it to the top hard work.
- 9) The soldier shouted the following before leaving to war “We shall return victorious!”

Answer key:

- 1) I gave you the spray bottles for one reason: to clean the windows.
- 2) You will need the following ingredients: milk, sugar, flour, and eggs.
- 3) Johann set the alarm clock for 6:00.
- 4) My father ended every conversation the same way: “Don’t give up.”
- 5) Dear Mr. Kurasu of the Kiragowa Corporation:
- 6) Mix the oil and vinegar at a 1:2 ratio.
- 7) I have invited the following people to my party: Kevin, Amy, and Keeley.
- 8) There is only one way to make it to the top: hard work.
- 9) The soldier shouted the following before leaving to war: “We shall return victorious!”

v. Semicolon ;

The **semicolon** has three primary functions:

- 1) To combine closely related complete sentences (independent clauses) which are not joined by a conjunction.

Example: The man was wet; he was standing in the rain without an umbrella.

In this example, there are two complete sentences (independent clauses):

#1: “The man was wet.” (independent clause)

#2 “He was standing in the rain without an umbrella.” (independent clause)

These clauses are separated by a semicolon.

Directions: Use a semicolon in the appropriate place to combine the following independent clauses.

- 1) I am hot I am wearing a sweater and a jacket.
- 2) The president was very popular he easily won the election.

3) I cannot buy a new car I do not have much money.

2) To separate complete sentences (independent clauses) those are joined by a conjunctive adverb.

Here is a list of common conjunctive adverbs: in addition, thus, nevertheless, therefore, still, however, indeed, furthermore, then

Example: Jane likes fruit; however, she does not like apples.

In this example, there are two complete sentences (independent clauses):

#1: "Jane likes fruit." (Independent clause)

#2 "She does not like apples." (independent clause)

These clauses are separated by a semicolon and the conjunctive adverb "however".

Directions: Use a semicolon and a conjunctive adverb to combine the following independent clauses.

1) I am wearing a sweater and a jacket _____ I am cold.

2) The old dog is blind _____ it is deaf.

3) Mix all the ingredients _____ put the batter in the oven.

3) To separate items in a list when commas alone would be confusing.

Example: The school specializes in three fields of study: economics, the study of the economy; philosophy, the study of thought; and anthropology, the study of mankind.

Directions: Use a semicolon in the appropriate place to separate items in a list in the following sentences.

1) The answers to the test are: 1, A 2, D 3, F and 4, B.

2) The group was composed of three young people: Mary, who was 32 years old Javier, who was 28 years old and Ming, who was 17 years old.

3) On the trip, we drove through Tampa, Florida Wichita, Kansas and Fresno, California.

(Semicolons Practice quiz)

Directions: Use a semicolon in the appropriate place to combine the following independent clauses.

1) I want to wear the red shirt my favorite color is red.

2) Janie easily got an A on the test she studies very hard.

- 3) I hope I get a lot of presents today is my birthday.
- 4) The war is imminent the armies are ready.

Here is a list of common conjunctive adverbs: in addition, thus, nevertheless, therefore, still, however, indeed, furthermore, then

Directions: Use a semicolon and a conjunctive adverb to combine the following independent clauses.

- 1) I am really tired _____ I cannot get to sleep.
- 2) I am wearing a sweater and a jacket _____ I am cold.
- 3) Our mission seemed impossible _____ we tried our best to accomplish it.

Directions: Use a semicolon in the appropriate place to separate items in a list in the following sentences.

- 1) The store will be closed on the following days: Thursday, Dec. 24th Friday, Dec. 25th Saturday, Dec. 26th and Sunday Dec. 27th.
- 2) The company hired three new employees: Robert, who was 42 years old Juan, who was 28 years old and Dana, who was 24 years old.

Answers:

Section 1

- 1) I want to wear the red shirt; my favorite color is red.
- 2) Janie easily got an A on the test; she studies very hard.
- 3) I hope I get a lot of presents; today is my birthday.
- 4) The war is imminent; the armies are ready.

Section 2

- 1) I am really tired; however I cannot get to sleep.
- 2) I am wearing a sweater and a jacket; still I am cold.
- 3) Our mission seemed impossible; nevertheless we tried our best to accomplish it.

Section 3

- 1) The store will be closed on the following days: Thursday, Dec. 24th; Friday, Dec. 25th; Saturday, Dec. 26th; and Sunday Dec. 27th.
- 2) The company hired three new employees: Robert, who was 42 years old; Juan, who was 28 years old; and Dana, who was 24 years old.

2. Commas (8 Comma Rules)

In English, there are 8 Rules of Commas as punctuation marks. These are illustrated below and provided with practice quiz to test your writing ability.

Comma Rule 1) Use commas to separate items in a list of three or more:

Remember that an “item” may refer to a noun, verb, or adjective phrase.

Note: Usage of a comma to separate the second-to-last from the last item is optional.

Example: I need to buy eggs milk lettuce and bread.

I need to buy eggs, milk, lettuce, and bread.

Now, keeping in mind Commas Rule 1, rewrite the following sentences by adding commas where needed for lists of three or more.

1. My three favorite foods are pasta pizza and ice cream.

2. I need to call Sally Tom Brad and Kelly about the party.

3. The brown fluffy large dog ran across the street.

4. I have to run to the store get my hair cut and pick up the kids from daycare.

5. Jessica sings with power passion and strength.

6. The colors of the sunset include red orange yellow and pink.

Comma Rule 2) Use a comma to separate independent clauses (complete thoughts) when they are joined by the following conjunctions: (and / or / for / nor / so / but / yet)

Note: The comma should come before the conjunction.

Example: I want to buy the new jacket but it is too expensive.

I want to buy the new jacket, but it is too expensive.

In this example, there are two independent clauses:

1: “I want to buy the new jacket.” (Complete thought)

2 “It is too expensive.” (Complete thought)

These clauses are separated by a comma before the conjunction “but”.

Now, keeping in mind the Comma Rule 2, rewrite the following sentences by adding commas where needed to separate independent clauses (complete thoughts).

1. I like to run but not when it's hot.

2. We can go to the grocery store or we can go to the mall.

3. I do not want a dog nor do I want a cat.

4. Karen wants to go to the farm yet her sister does not like farms.

5. We will go to the grocery store for we are out of food.

6. The car needs repairs but we cannot afford the costs.

Comma Rule 3) Use a comma to separate a dependent clause (incomplete thought) from an independent clause (complete thought).

Here are some examples of sentences with dependent and independent clauses:

1) When I get older, I will be able to drive. (Dependent), (Independent).

2) If you are good, I will buy you a toy. (Dependent), (Independent).

Example: Without water the plant will die.

Without water, the plant will die.

Now, keeping in mind the Comma Rule 3, rewrite the following sentences by adding commas where needed to separate Independent and Dependent Clause.

1. When I get to the mall I will go to the food court.

2. After ten minutes I asked the nurse about the medicine.

3. Because the car broke down I had to call for help.

4. When the flight lands I will hug my family.

5. Until the gas prices go down I will work two jobs.

Comma Rule 4) Use a comma(s) to separate any word or phrase from the rest of the sentence that is not essential to the sentence's meaning. This phrase usually provides extra information about the subject.

Here are some examples of sentences with words/phrases that are not essential to the sentence's meaning:

- 1) My brother, a 26 year old male, is watching TV.
 - 2) Amy Rivers, my best friend, is going to the mall today.
 - 3) I am ready for my dad, a hard working man, to come home.
- Example: My mother on the other hand does not like chocolate.
My mother, on the other hand, does not like chocolate.

Now, keeping in mind the Comma Rule 4, rewrite the following sentences by adding commas where needed to separate Separating phrases that are not essential from the rest of the sentence.

1. Tomorrow Wednesday we will take a trip to the zoo.

2. My brother a 22 year old male graduated from college today.

3. I like video games but my sister on the other hand does not.

4. You however are very sunburned.

5. John for example likes to work.

Comma Rule 5) Use a comma to separate a quotation from the rest of a sentence.

Example: "We need to buy more sugar" she said "before it runs out!"
"We need to buy more sugar," she said, "before it runs out!"

Now, keeping in mind the Comma Rule 5, rewrite the following sentences by adding commas where needed to separate a quotation/quotes from the rest of a sentence.

1. "Gas is too expensive" said the experienced driver.

2. "Ouch" screamed the boy after he was stung by a bee.

3. The sister told the brother "of course I will pick you up."

4. "Ready, Set, Go" yelled the mom before the treasure hunt.

5. The crowd cheered "Happy Birthday" as the party started.

6. "Yes" said the girl to her mother "I am on my way home."

Comma Rule 6) Use a comma to separate an introductory element from the rest of a sentence.

Example: Hi how are you?

Hi, how are you?

Now, keeping in mind the Comma Rule 6, rewrite the following sentences by adding commas where needed to separate introductory elements from the rest of a sentence.

1. Yes we can find a place for you to stay over the weekend.

2. I'm sorry I did not understand what you said.

3. Excuse me you left your bag on the counter.

4. Wait I think we need to make a left turn up ahead.

5. Unfortunately my favorite flavor was sold out.

6. Well you can call again tomorrow to see if Mr. Roberts is in.

Comma Rule 7) Use a comma to separate the name of a city from a country or state.

Example: I live in Chapel Hill North Carolina.

I live in Chapel Hill, North Carolina.

Now, keeping in mind the Comma Rule 7, rewrite the following sentences by adding commas where needed to separate towns, states, and countries.

1. Paris France is my favorite place to visit.

2. The capital of the United States is Washington D.C.

3. Taylor Lives in Nashville TN.

Comma Rule 8) Use a comma to separate the day of the week, the day of the month, and the year.

Example: Today is Thursday April 18 1943.

Today is Thursday, April 18, 1943.

Now, keeping in mind the Comma Rule 8, rewrite the following sentences by adding commas where needed to separate days, and months.

1. Today is Tuesday June 10th 1992.

2. The Summer Olympics will begin on Friday August 8th 2008.

3. His Birthday is on February 23rd 1972.

All above from: englishforeveryone.org

3. Quotation Marks

In English, quotation marks have five primary functions:

1) When repeating someone's exact words

Example: "I feel sleepy," Jim said.

In this example, the speaker is repeating Jim's exact words, "I feel sleepy." Notice that a comma (or a question mark, exclamation point, or period) is used inside the quotation mark where Jim's exact words are interrupted by the speaker.

Example: Jim said, "I feel sleepy."

Again, the speaker is repeating Jim's exact words, "I feel sleepy." Notice that a comma is used before the quotation mark where the speaker's words are

interrupted by Jim's exact words. Also notice that the first letter of the quoted speech is capitalized, and that punctuation used at the end of the sentence comes inside the final quotation mark.

Example: "I feel sleepy," Jim said, "But I don't want to go to bed!"

In this example, two of Jim's phrases are repeated. The speaker interrupts the phrases to provide the reader information about them.

Example: "Jim said, 'I feel sleepy,'" recalled Jacob.

In this example, the speaker is repeating Jacob's exact words, who is repeating Jim's exact words. When you have a quotation inside a quotation, use a single quotation mark to offset it.

Note: Quotation marks are unnecessary when paraphrasing someone's exact words.

Example: "Help!" cried Ana.

In this example, we are repeating Ana's exact words. Therefore, we need to use quotation marks.

Example: Ana cried for help.

In this example, we are paraphrasing Ana's exact words. Therefore, we do not need to use quotation marks.

2) To show irony

Example: My friend energetic claimed that he was "too tired" to help me.

In this example, quotation marks are used to offset the phrase "too tired" because it is ironical. The speaker is trying to show the reader that the friend was not too tired, and that there must have been a better reason for his unwillingness to help.

3) To show an unusual usage of a word or phrase

Example: It seems difficult to "know" everything about the human body.

In this example, quotation marks are used to offset the word "know" because it is used in an unusual way. The speaker wants to show that the notion of "knowing" everything about the human body seems somewhat absurd.

4) To refer to a word itself rather than its associated meaning

Example: The word "cooper" refers to someone who makes barrels.

In this example, quotation marks are used to offset the word "cooper" because the speaker is referring to the word itself rather than its associated meaning.

5) To refer to nicknames and false titles.

Example: Mike “Kid Dynamite” Tyson is a boxer.

In this example, quotation marks are used to offset a nickname.

Now, use quotation marks, capital letters, and any other punctuation necessary to rewrite the following sentences correctly. Write “Correct” if the sentence does not need any additional punctuation.

1) Are we there yet she asked.

2) The engineer told us that the bridge would support the truck.

3) The Charleston Cougars are playing the Cary Rail Hawks in soccer tonight.

4) I am tired the boy said and then drifted off to sleep.

5) We really should be going now she said.

6) I received an incomplete on my homework because I forgot to write my name on it.

7) Whenever my mother claims to have an emergency, it’s usually nothing more than a paper cut.

8) Starry Night, by Van Gogh, is a beautiful painting.

9) Excuse me he said do you have the time?

10) The word chandler refers to someone who makes candles.

11) She said that she didn’t know where she was going.

12) Mommy can I have an apple he asked.

13) The mother said that the obnoxious child simply had a lot of energy.

14) The judge told us that it would do us some good to spend a little time in prison before sentencing us to 30 years.

15) James wondered if there was anybody home.

16) The president yelled we must have peace

17) Billy the kid was a famous western gunslinger.

18) Jim said you can leave now Aunt June said.

Answer Key:

- 1) "Are we there yet?" she asked.
- 2) Correct.
- 3) The Charleston "Cougars" are playing the Cary "Rail Hawks" in soccer tonight.
- 4) "I am tired," the boy said, and then drifted off to sleep.
- 5) "We really should be going now," she said.
- 6) I received an "incomplete" on my homework because I forgot to write my name on it.
- 7) Whenever my mother claims to have an "emergency", it's usually nothing more than a paper cut.
- 8) "Starry Night", by Van Gogh, is a beautiful painting.
- 9) "Excuse me," he said, "Do you have the time?"
- 10) The word "chandler" refers to someone who makes candles.
- 11) Correct
- 12) "Mommy, can I have an apple?" he asked.
- 13) The mother said that the obnoxious child simply had a lot of "energy".
- 14) The judge told us that it would do us some good to spend a "little time" in prison, before sentencing us to 30 years.
- 15) Correct
- 16) The president yelled, "We must have peace!"
- 17) Billy "The Kid" was a famous western gunslinger.
- 18) "Jim said, 'you can leave now,'" Aunt June said.

Apostrophes

The apostrophe has two primary functions:

- 1) To show possession of a noun

i. Add 's to the singular form of the word (even if it ends in -s):

I drive near the president's house every day.

I like James's car.

ii. Add ' to the end of plural nouns that end in -s:

These are my sisters' dresses.

These are my friends' pencils.

iii. Add 's to the last noun to show joint possession of an object:

We are at Todd and Anne's apartment.

Note: Apostrophes should not be used with possessive pronouns because possessive pronouns already show possession -- they don't need an apostrophe. His, her(s), its, my, mine, your(s), our(s), their(s) are all possessive pronouns.

Note: As a general rule, if the possessive noun is an inanimate object (not living, no causal agency) then no apostrophe is needed. There are exceptions to this rule, however.

Example: That is the door of the car. That is the car door.

In the example, notice that the car does not need a possessive apostrophe because it is an inanimate object.

2) To show the omission of letters and to form contractions

Apostrophes are used to show any omission of letters in a word.

Apostrophes are also used to form contractions. A contraction is a combination of two words which results in a single word. The apostrophe is used where letters have been omitted. Contractions are common in speaking and in informal writing. Here are some examples of contractions:

Affirmative Contractions

Negative Contractions

Note: the only time you need to use an apostrophe for "it is" is when forming the contraction "it's". "Its" (with no apostrophe) is used to show possession.

Apostrophes Quiz

Section 1: Possession

Directions: Change "_____ of the _____" phrases into possessive noun phrases using an apostrophe.

1. I need to wash the clothes of my son. _____.
2. The colors of the college are green and yellow. _____.
3. The kid of Joe is an energetic boy. _____.
4. Listen to the story of the family. _____.

5. I want to go to the sale of the store. _____.
6. Do you want to listen to the music of the band? _____.
7. The price of the toy is large. _____.
8. Look at the color of the sky. _____.
9. The artwork of Picasso is well known. _____.
10. The sound of the boat was loud. _____.

Section 2: Omission of letters.

Directions: use apostrophes in the following sentences to make contractions.

1. I do not understand math. _____.
2. I will not go outside during storms. _____.
3. I am waiting for a call. _____.
4. Who is going to the movies? _____.
5. They are brother and sister. _____.
6. We could not receive our mail. _____.
7. You should not believe everything you hear. _____.
8. He will become president one day. _____.
9. I did not win the lottery. _____.
10. We are not new students. _____.

Section 3: Contractions and Possession.

Directions: use apostrophes in the following sentences as either a contraction or a possession.

1. Where is the cat? _____.
2. I want to smell the scent of the flowers. _____.
3. What is the name of your friend? _____.
4. We are dealing with trouble. _____.
5. The home of James is clean. _____.
6. We should visit the show of our friend. _____.
7. Sarah does not like the taste of crab. _____.
8. I missed the birthday of Wade. _____.
9. The heat of the sun is intense. _____.
10. It is a rainy day. _____.

All above from: englishforeveryone.org

<http://www.englishforeveryone.org/Topics/Punctuation.htm>

Section 1:

1. I need to wash my son's clothes.
2. The college's colors are green and yellow.
3. Joe's kid is an energetic boy.
4. Listen to the family's story.
5. I want to go to the store's sale.
6. Do you want to listen to the band's music?
7. The toy's price is large.
8. Look at the sky's color.
9. Picasso's artwork is well known.
10. The boat's sound was loud.

Section 2:

1. I don't understand math.
2. I won't go outside during storms.
3. I'm waiting for a call.
4. Who's going to the movies?
5. They're brother and sister.
6. We couldn't receive our mail.
7. You shouldn't believe everything you hear.
8. He will become president some day.
9. I didn't win the lottery.
10. We aren't new students.

Section 3:

1. Where's the cat?
2. I want to smell the flowers' scent.
3. What's your friend's name?
4. We're dealing with trouble.
5. James's home is clean.
6. We should visit our friend's show.
7. Sarah doesn't like the crab's taste.
8. I missed Wade's birthday.
9. The sun's heat is intense.
10. It's a rainy day.

Dashes

A **dash** is a very specialized punctuation mark reserved for only a few special situations. However, many writers use it incorrectly in place of other marks. Dashes call attention to themselves. A careful writer uses them sparingly. Dashes are very effective if used correctly, but they lose their impact if overused. Remember to distinguish a dash from a hyphen when typing. A dash is two hyphens (--).

1. Use a dash to mark a sudden break in thought or to insert a comment.

Examples:

Here is your sandwich and your—Look out for that bee!

I remember the day—what middle-aged person doesn't—that President Kennedy was shot.

John is sorry—we all are—about your unfortunate accident.

2. Use a dash to emphasize explanatory material. You don't have to use a dash, but you may.

Examples:

Knowing yourself—your thoughts, values, and dreams—is the most important knowledge.

"The writer is by nature a dreamer—a conscious dreamer."—*Carson McCullers*
We spend our summers in Canada—Ontario, to be precise.

3. Use a dash to indicate omitted letters or words.

Examples:

"Oh, da—, I can't believe I forgot to mail that package!"

"Hello?—Yes, I can hear you just fine.—Of course—I think I can.—Good!—I'll see you later.—"

4. Use a dash to connect a beginning phrase to the rest of the sentence.

Examples:

Honesty, integrity, tenacity—these are marks of motivated salespeople.

Nashville, Tennessee; Olympia, Washington; Ocala, Iowa—these are the prospective locations.

Practice

Choose the option in which dashes and other punctuation are used correctly in each of the following sets.

1. a. The instructor had only one goal—to be sure everyone learned the basics of web design.
b. The instructor had only one goal to be sure everyone learned—the basics of web design.

2. a. Her preference—just in case anyone asks, is to find an inexpensive Italian restaurant for dinner.
- b. Her preference—just in case anyone asks—is to find an inexpensive Italian restaurant for dinner.
3. a. Mr. Jackson can be such an annoying, I suppose I should be careful about what I say.
- b. Mr. Jackson can be such an annoying—I suppose I should be careful about what I say.
4. a. New York, Chicago, Atlanta—these are the cities on her itinerary.
- b. New York, Chicago, Atlanta: These are the cities on her itinerary.
5. a. I've managed to misplace that d— memo that I wrote—Oh, it's right on my desk.
- b. I've managed to misplace that d— memo that I wrote, Oh it's right on my desk.

Answer key

1. a. 2. b. 3. b. 4. a. 5. a.

5. Handwriting (Print and Cursive) Practice and Worksheets

The Handwriting (Print and Cursive) Practice and Worksheets are given in the following pages: